

DOCUMENT RESUME

ED 437 849

FL 026 125

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TITLE Developing Interactive Group Skills through Cooperative Learning.
PUB DATE 1999-00-00
NOTE 20p.; In: Cooperative Learning. JALT Applied Materials; see FL 026 115.
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Classroom Techniques; *Cooperative Learning; *English (Second Language); Foreign Countries; Higher Education; Instructional Effectiveness; Instructional Materials; Second Language Instruction; Second Language Learning; Teaching Methods; Worksheets

ABSTRACT

This article proposes several cooperative learning (CL) techniques as a way of increasing the effectiveness of group work in university-level English-as-a Second-Language (ESL) courses. Group work, at its most basic level, can be defined as students working together in a group small enough so that everyone has the opportunity to participate in a task that has been clearly assigned. Groups should be self-directed, as this is necessary for students to achieve their full potential. Group work has been demonstrated to be far less effective than it should be in many cases. The reasons for this include the following: a lack of focus and unclear goals for the group work task; the assignment of tasks that can be done more efficiently by individuals; a lack of clearly defined roles for task group members; and, most importantly, students simply do not know how to work effectively in groups. They stress the importance of teaching students how to be an effective group leader, understanding the importance of being a leader in terms of group dynamics, and how to compromise with one another in order to accomplish the assigned task effectively and efficiently. Contains 13 references and a seven-part appendix with cooperative training exercise worksheets.) (KFT)

Chapter 10

Developing Interactive Group Skills Through Cooperative Learning

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Open almost any recent EFL/ESL textbook, and you will undoubtedly find some version of this: "Work in groups. Discuss . . ." or "With your partner, exchange . . ." or "In pairs, practice . . ." Thus, it seems that pairs and groups have taken over the field, even in skills-based books such as readers, pronunciation texts, or writing texts. Indeed, pairwork and groupwork are not just for speaking or conversation any more.

But, let's be honest here: Pairwork and groupwork are not as effective as many people claim them to be. For example, how many times have you been met with silence when you have explained a pairwork activity? How many times have the groups you thought were doing a good job produced something that was completely off target? How many times has the target language been seen or heard only when the groups are asked to summarize what they discussed?

Homan, R.M. & Poel, C.J. (1999). Developing interactive group skills through cooperative learning. In D. Kluge, S. McGuire, D. Johnson, & R. Johnson (Eds.), *JALT applied materials: Cooperative learning* (pp.126-144). Tokyo: Japan Association for Language Teaching.

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Groupwork, at its most basic level, can be defined as "students working together in a group small enough so that everyone can participate on a task that has been clearly assigned" (Cohen, 1994, p. 1). Furthermore, Cohen points out that a key feature of effective groupwork is that groups are expected to work in a self-directed manner; that is, the teacher must avoid taking control of the groups' discussions. The student groups must take responsibility for decision-making in order for the students to achieve their full potential. It seems to us that this concept of group dynamics is a key element that is often forgotten when implementing groupwork in the language classroom.

Coupled with this, there are undoubtedly numerous additional reasons why groupwork is often less effective than it could be. Chief among these are: A lack of focus and unclear goals for the groupwork task; tasks that can be done more efficiently by individuals; and lack of clearly defined roles for the group members. While these are no doubt contributing factors, it is our position that the most common reason for the failure of groupwork is simply that the students do not know how to work effectively in groups. Furthermore, it is our contention that training in simple cooperative learning activities, as we will explain shortly, is an efficient and effective means of teaching students to work comfortably in groups, even when the task they are working on is not particularly cooperative in nature.

In this article, we will first introduce and discuss several types of cooperative activities (Kagan, 1993) that can be used with a wide variety of classes and ages, from children to university graduate students, from housewives to businessmen. At the same time, you will no doubt notice that these structures are somewhat familiar—they are often variations on techniques that most of us have tried at one time or another. But, they are critical for helping students realize the full potential of groupwork.

Following the discussion of structures, we will concentrate more specifically on university-level students, focusing on three tasks that we have adapted. These tasks explicitly teach students the value of working cooperatively and appropriately in a group. The first task shows students what it takes to be a group leader, and how all group members need to participate to ensure the group's success. The second is a variation of the ever-popular survival game ("You are stranded on the moon. What items do you need to survive?"), the difference here being an explicit focus on cooperation in order to increase chances of survival. The third task trains students to work effectively in a committee, specifically focusing on volunteering and negotiating strategies. All three of these tasks teach students the value of cooperating in socially appropriate ways to achieve a goal. Since the tasks are not language-lesson specific, but activities that can be applied to many

aspects of life, students find them highly interesting and motivating. Before we begin a discussion of the structures and tasks, however, a brief introduction of our definition of cooperative learning will be presented. (For more comprehensive introductions to the use of cooperative learning in language teaching, see the special issue on cooperative learning in *The Language Teacher* [Poel, Homan, & Flaman, 1994] and Kessler, 1992.)

Cooperative Learning

Cooperative learning (CL) is an educational philosophy in which students cooperate in order to learn. But, as with so many things in life and language teaching, there is more to it than just cooperating in order to learn.

Of critical importance in understanding CL is the concept of *cooperative groups*, "usually three to four students who are tied together by a common purpose—to complete the task and to include every group member" (Rimmerman, 1996, p. 3). This in itself differs only slightly, if at all, from what most language teachers view as groupwork. In order to propel this concept beyond this traditional meaning into the realm of cooperative learning, two central principles are necessary: positive interdependence and individual accountability. Although these are covered in more detail elsewhere in this volume, a simple review of the two will provide a useful framework for the subsequent discussion. (It should be noted that different manifestations of CL require additional principles, such as simultaneous interaction and equal participation [Kagan, 1993], and promotive interaction, social skills, and group processing [Johnson & Johnson, 1994]. However, we will limit our discussion to the two that are key principles in *all* forms of CL.)

Positive interdependence simply means that "each member of the group works together to reach a common goal" (Rimmerman, 1996, p. 5). In other words, the students must realize that they sink or swim together—they cannot learn by themselves nor can the group complete the task without everyone's participation. There can be no free riders or overdominating group members, as they will decrease the group's chances of success. Thus, the learning task must be structured so that positive interdependence is built in; it does not just happen on its own.

Cooperative learning can be broken down roughly into three approaches: the "Structural Approach" (Kagan, 1993), "Learning Together" (Johnson & Johnson, 1991), and the "Curriculum Specific Packages" (Slavin, 1991). The activities described in this paper utilize two of these approaches. First, we will describe several types of activities that can be incorporated into an existing curriculum; these follow the Structural Approach of Kagan. Follow-

ing that we will describe and examine three cooperative tasks: "How to be an Effective Group Leader," "Survival," and "Committee Work." These tasks are designed to train students how to work cooperatively in groups as well as to interact in socially appropriate ways. They fit more neatly into the framework of the Learning Together approach to CL of Johnson and Johnson (1991), with some influence from the work on "Group Investigation" of Sharan and Sharan (1992).

How to be an Effective Group Leader

This task was designed to help students learn the importance of being a leader in terms of group dynamics. At the beginning of the lesson, the students are told the objectives of the task, which is to learn the duties of a group leader and group participant, as well as some phrases that are useful in carrying out those duties. This is an important step in any lesson, and one that is often overlooked. If the students know from the beginning what they will learn and why it is important, they are much more motivated in carrying out the task. In other words, the students will see the benefits of the lesson if they are first explained to them, and they will perform with much more enthusiasm in order to attain the benefits.

After the explanatory comments, the students are taught the categories of expressions useful for being a good group leader (opening a discussion, asking for an opinion, responding, summarizing, and closing a discussion) and for being an active group member (giving an opinion, agreeing, disagreeing, and asking for clarification). At this juncture, a "Think-Pair-Share" structure (Kagan, 1993) could be used. After the teacher writes the categories on the board, the students individually write down their ideas for appropriate expressions for each, subsequently sharing them with a partner. The teacher then elicits answers from the various pairs and adds any other necessary expressions that the students may not have been able to think of (see Appendix A for some examples for each category).

After the useful expressions have been taught, the students are given two discussion dialogs to compare and analyze. As can be seen in Appendix B the first dialog is very short and stilted. In the second, on the other hand, the four group members are all actively and equally participating, and the leader is effectively managing the group. The students, upon examination of the two dialogs, are instructed to work in pairs (or groups of three) and determine why the second dialog is better than the first. Afterwards, the teacher elicits answers from the various pairs and makes sure that they all understand that the second dialog is better due to the fact that the group leader is using her leadership skills. In other words, she is mak-

ing sure that everyone understands what the task is, that everyone is participating equally, and that the discussion is not dominated by one or two members only.

The second step in this activity is to have the students categorize the phrases in the second dialog that have been underlined. Working in the same pairs or groups, they must identify the correct category for each phrase. This is a very good way for students to become more familiar with the nine categories and some of the useful phrases for each.

After the dialog analysis, the students are asked to perform scripted role plays (Appendices C, D, and E). There are three students in a group, and three role plays to perform. The role plays are designed so that each student must act as the group leader one time and as a participant two times. In order to relieve the students of the onus of having to think of opinions and reasons for those opinions, each student is given several opinions to use in the discussion. In addition to having the opinions provided, the students also have several useful expressions listed on the right side of the page, which help them to introduce their ideas and respond to others. The idea is to relieve them of the burden of concentrating on meaning and, instead, to focus on being effective group leaders and active group members.

After the role plays have been performed, the students have a set of discussions where only the topic is provided. This time they must develop their own opinions and arguments in order to discuss the topic and reach a consensus among group members. Once again, each discussion is led by a different person in the group, with the emphasis on making sure that each member is contributing his or her fair share to the conversation.

Once this lesson has been done, follow up is easy. The next time the students perform a group task, the teacher need simply ask them to choose a leader. They will groan and complain—or cheer if they are not the one chosen. But most importantly, they will understand how to be a group leader, and the group will have a much clearer focus and more enthusiasm than one in which there is not an effective group leader or active participants.

While the Group Leader task has cooperative aspects built in, it is not, *per se*, a purely cooperative lesson. However, the skills that it teaches are critical to the success of *any* group activity, and should be seriously considered by every teacher who intends to use groupwork in the classroom.

Survival

The survival task is one that has been around as long as communicative language teaching has been popular. There are many variations of the task, but generally, the students are expected to work together and come to an

agreement about the most useful articles to carry after being shipwrecked, plane-wrecked, spaceship-wrecked, or whatever-other-kind-of-wrecked one can think of. The teacher, at the end of the lesson, has each group write their list on the blackboard, everyone laughs at the choices and everyone goes home happy.

For several years, the same type of survival activity had been taught at International Christian University, and it was a pleasant diversion for all involved. However, it was not until the authors examined the lesson that we saw that there were valuable cooperative aspects present that were not being taken advantage of. First, some CL structures, such as Think-Pair-4s and Talking Tokens, were added to the lesson framework, as described below. Later, we realized that any survival task requires students to compromise, which is an inherently cooperative social skill. Thus, by focusing on this aspect at the end of the task, we discovered that this lesson can provide training in the value of cooperation.

The activity is one in which the students rank a number of items in terms of their usefulness for survival. Before the students begin, they read the information sheet (Appendix F) which tells them that they were in a plane crash in a desert, and that it is very far to walk to the nearest habitation. In this scenario, the pilot was not able to signal the authorities that they were going down, but an air search would be carried out after sufficient time had passed and they had not shown up at the airport. At this point, the teacher should make sure the students understand the information sheet and then explain the procedure. While it is possible to have the students study the information individually or in small groups, it is usually more efficient to do this as a teacher-fronted lecture. Once all students are clear on what they have to do, the teacher tells them that they are to first individually rank the items in order of importance and mark the appropriate step on a grid sheet.

After the individual rankings are done, the students work in pairs. They orally compare their rankings and devise a new set, which they enter into Step Two. After each pair has finished, they join with another pair and the process is repeated, with the new group ranking being entered into Step Three. The process the students have just completed should sound familiar, as it is an example of the Think-Pair-4s structure discussed earlier in this paper (although in this case the students must reach agreement in the "pair" step).

In terms of CL, the groupwork component of the lesson is important because the students must reach a common goal. In order to reinforce this cooperative aspect, the instructor should remind the students to appoint a group leader. The group leader will then be responsible for making sure that everyone is participating equally in the task. One way to do this is to have the students use the Talking Tokens structure (see Thornton, this volume), which

would require all students to participate equally. However, this should only be done in cases where there are students who are not participating; if the class is doing well, with the group leaders performing their duties properly, then there should be no need to use Talking Tokens.

Once the groups have made their final rankings and entered them into Step Three, the teacher provides the experts' opinion (Appendix G), which the students record in Step Four. Once everybody understands the experts' rankings, the students then calculate the absolute difference between their individual rankings and the experts' rankings. For example, if the expert ranks the pistol as a 7, and the student ranks it as a 3, then the absolute difference is 4. The student then enters a 4 in Step Five. If the student ranks the pistol as a 10, then the absolute difference is 3, and a 3 is written down. The students continue doing the calculations until Step Five is filled in. Next, all the numbers in Step Five are added up, and that score is entered into the Step Five Totals box. The students then do the same for the team scores in Step Six, calculating the absolute difference between Steps Three and Four and writing the total at the bottom.

At this point, students may wonder what these numbers mean. Generally a score of 20 or below represents a very strong chance for survival; between 20 and 30 indicates a good to moderate chance; and over 30 means they have an "extremely slim" chance of surviving for any length of time.

Now comes the most crucial part of the lesson. The students compute an Average Individual Score (AIS), in which all the individual scores of a group are added up and the total is divided by the number of group members. For example, individual scores of 25, 34, 36, and 35 would equal a point total of 130 which would then be divided by 4 and would reveal an AIS of 32.5. This would be entered into the AIS score box. Next, the team score calculated from Step Six above is entered into the Team Score box. The team score is then subtracted from the AIS score, and the number is recorded in the Cooperative Score (CS) box.

After all the calculations have been made, it is time to explain to the students the relevance of their final number. In most cases, the individual scores and average individual scores will be higher than the team's score. This is a situation that is desirable, because cooperation between members should result in numbers that reflect wiser decisions, hence a lower team score that more closely reflects the recommendations made by the experts. If the team score is "0," the team would have the same rankings as the experts, which is exactly what is desired.

The Cooperative Score tells the team how well they worked together as a group: A plus score indicates that the group has cooperated well, whereas a minus score indicates that one or two members of the group may have domi-

nated the discussion, causing the group to make poor decisions. Most groups improved their chances of survival; only one group displayed a lack of cooperation. In addition, as the AIS shows, individuals would have had little or moderate chance of surviving. However, those teams that worked cooperatively showed remarkable improvement, with four groups very likely to survive.

Student Reactions

Comments and reactions to the tasks were gathered through weekly assignments in which students wrote one or two paragraph impressions of the week's lesson. Their comments seemed to show a realization that cooperation is beneficial in reaching a group goal. In addition, they frequently communicated the fact that the lessons were useful for them in the real world. Moreover, they routinely stated that they were very appreciative that they were able to learn English that was useful to them and not just the same mundane topics that are repeatedly used in the average English textbook. In other words, the groups training tasks were not only beneficial to language and social skills development, but were also enjoyable.

Conclusion

In this paper, we have demonstrated how cooperative learning can be incorporated into speaking lessons. In addition, we have shown how lessons have been adapted and used for training the students in social skills and the benefits of cooperative groupwork. The above tasks were originally intended to be speaking lessons for an academic English program, but after examining them from a different perspective, they showed great potential as being more than *just* speaking lessons. They are useful not only for teaching the language skills necessary for improving English, but also for improving the students' ability to function in society.

Thus, teachers who are interested in introducing cooperative learning into their own classes are encouraged to examine their own materials in a different light by evaluating them in terms of their usefulness for cooperative group training. Once you introduce the cooperative skills discussed in this article, you will notice marked improvement in your students' ability to carry out groupwork tasks.

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Appendix A

How to be an Effective Group Leader: Categories & Useful Phrases

Group Leader

- (1) Opening a Discussion
 - Today we need to decide/discuss/prepare . . .*
 - Let's begin with . . .*
 - Next, we need to talk about . . .*
- (2) Asking for an opinion
 - What about . . . ?*
 - What do you think, ()?*
 - Does anybody have anything else to add?*
 - Would anybody like to add to what () has just said?*
- (3) Responding
 - Yes, that's a good/interesting point.*
 - I see what you mean.*
 - Yes, I understand.*
- (4) Summarizing
 - Okay, so far we've said . . .*
 - Okay, to sum up, we've said . . .*
- (5) Closing a Discussion
 - Is everyone ready to move on to the next question?*
 - Let's move on to the next point.*
 - Well, that's all we have time for.*
 - Okay, time's up. We don't all agree yet, but maybe we can work it out next time.*
 - Well, it's almost time to finish up.*
 - Do we all agree?*

Participants

- (6) Giving an opinion
 - I think . . .*
 - I'd say . . .*
 - It seems to me . . .*
 - As far as I'm concerned . . .*
 - I suppose . . .*
 - I wonder if . . .*
- (7) Agreeing
 - I agree.*
 - I think so too.*
 - That's very true.*
 - Yes, I know exactly what you mean.*
- (8) Disagreeing
 - I see your point, but . . .*
 - That may be true, but . . .*
 - Yes, but . . .*
 - That's true, but . . .*
 - But don't you think . . .*
- (9) Asking for Clarification
 - I'm sorry, but could you explain that again?*
 - Could you repeat that, please?*
 - I'm not sure I understand what you mean.*

Appendix B

How to be an Effective Group Leader: Activity One

Discussion Analysis

Situation: Four people are discussing the Beatles. In order to focus their discussion, they have decided to first answer the question, "What is the best Beatles song?"

Task 1: With a partner, discuss the differences between Discussion 1 and Discussion 2. Make sure you are able to explain the reasons why Discussion 2 is better.

Task 2: With the same partner, look at the underlined expressions in Discussion 2 and number them according to the categories your teacher has written on the blackboard.

	Discussion 1	Discussion 2
Georgina:	Okay, the best Beatles song. How about <i>Yesterday</i> ?	<u>First, we need to decide</u> what the best Beatles' song is. <u>Let's begin with</u> <i>Yesterday</i> . <u>What do you think</u> , Paulette?
Paulette:	Yes, it's good.	<u>I think</u> it's certainly one of the best. The music is beautiful, and the words are so deep.
Ringo:	Yes, it is.	<u>I see your point, but</u> isn't it a song of the past?
John:	Yes, but so is <i>Imagine</i> .	<u>I agree</u> , and I don't think it's as good as <i>Imagine</i> either. <i>Imagine</i> is one of the best songs ever.
Paulette:	Mmm.	<u>Yes, but</u> it's not very creative, is it?
Georgina:	So, <i>Imagine</i> and <i>Yesterday</i> . Anything else?	<u>Okay, so far we have</u> <i>Yesterday</i> and <i>Imagine</i> . <u>Does anybody have anything else to add?</u>
Ringo:	<i>Hey Jude</i> .	<u>As far as I'm concerned</u> , they're both too sentimental. <u>I prefer</u> <i>Hey Jude</i> . Great drums!
Georgina:	Yes. Uh. Er . . .	<u>Yes, that's a good point. Would anybody like to comment on</u> what Ringo's just said?
Paulette:	[Silence]	<u>Yes, <i>Hey Jude</i></u> is an excellent song. After all, I wrote most of it.
Georgina:	John?	<u>What do you think</u> , John?
John:	[Silence]	<u>Yes</u> , it is a good song. I wrote most of it too.
Georgina:	Anybody else?	<u>So, does anybody have anything else to add?</u>
Others:	[Silence]	No.
Georgina:	What about <i>She Loves You</i> ?	<u>What about</u> <i>She Loves You</i> ?
John:	Yeah.	Yeah.
Paulette:	Yeah.	Yeah.
Ringo:	Yeah.	Yeah.
Georgina:	HELP!	<u>Okay, so we all agree. Let's move on to the next point. Secondly, we need to discuss</u> Beatles' movies. Ringo, <u>what's your opinion of</u> <i>Help</i> ?

Appendix C

How to be an Effective Group Leader: Activity Two Student A

Worksheet

Role One: Women Working Outside the Home (Group Leader)

You are the group leader. The topic for discussion is whether or not women should work outside the home. Your responsibility is to keep the conversation going and to make sure that the other group members speak for an equal amount of time. Try to bring the discussion to a conclusion.

Be sure to use the expressions below. And don't forget that an effective group leader is also an active participant!

Useful Expressions

- Opening a Discussion
 - *Today we need to decide/discuss/prepare . . .*
 - *Let's begin with . . .*
- Asking for an opinion
 - *What about . . . ?*
 - *What do you think, [name]?*
 - *Does anybody have anything else to add?*
 - *Would anybody like to add to what [name] has just said?*
- Responding
 - *Yes, that's a good/interesting point.*
 - *I see what you mean.*
 - *Yes, I understand.*
- Summarizing
 - *Okay, so far we've said . . .*
 - *Okay, to sum up, we've said . . .*
- Closing a Discussion
 - *Is everyone ready to move on to the next question?*
 - *Let's move on to the next point.*
 - *Well, that's all we have time for.*
 - *Well, it's almost time to finish up. Do we all agree?*
 - *Okay, time's up. We don't all agree yet, but maybe we can work it out next time.*

Role Two: Uniforms for University Students (Participant)

You are a participant in this discussion. You believe that all university students should be required to wear uniforms because . . .

- ... it increases morale
- ... it provides a sense of school identity
- ... it helps students focus on their school work rather than on their appearances
- ... it is less distracting for teachers
- ... it keeps costs down

Be sure to use the expressions below.

Useful expressions

- Giving an opinion
 - *I think . . .*
 - *I'd say . . .*
 - *It seems to me . . .*
 - *As far as I'm concerned . . .*
 - *I suppose . . .*
 - *I wonder if . . .*
- Agreeing
 - *I agree.*
 - *I think so too.*
 - *That's very true.*
 - *Yes, I know exactly what you mean.*
- Disagreeing
 - *I see your point, but . . .*
 - *That may be true, but . . .*
 - *Yes, but . . .*
 - *That's true, but . . .*
 - *But don't you think . . .*
- Asking for Clarification
 - *I'm sorry, but could you explain that again?*
 - *Could you repeat that, please?*
 - *I'm not sure I understand what you mean.*

Role Three: Banning Smoking in Public Places (Participant)

You are a participant in this discussion. You believe that cigarette smoking should not be banned in public places. It should be a matter of choice because . . .

- . . . cigarette smoking allows for human individuality
- . . . other things which are more harmful are not banned
- . . . cigarette smoking reduces stress
- . . . cigarette sales increase tax revenue

Be sure to use the expressions below.

Useful expressions

• Giving an opinion

- *I think . . .*
- *I'd say . . .*
- *It seems to me . . .*
- *As far as I'm concerned . . .*
- *I suppose . . .*
- *I wonder if . . .*

• Agreeing

- *I agree.*
- *I think so too.*
- *That's very true.*
- *Yes, I know exactly what you mean.*

• Disagreeing

- *I see your point, but . . .*
- *That may be true, but . . .*
- *Yes, but . . .*
- *That's true, but . . .*
- *But don't you think . . .*

• Asking for Clarification

- *I'm sorry, but could you explain that again?*
- *Could you repeat that, please?*
- *I'm not sure I understand what you mean.*

Appendix D

How to be an Effective Group Leader: Activity Two Student B

Worksheet

Role One: Women Working Outside the Home (Participant)

You are a participant in this discussion. You believe that women should not work outside the home because . . .

- . . . they should take care of children
- . . . it's natural for women to stay home
- . . . women are better at housework
- . . . it's embarrassing for a man if his wife works
- . . . a clear division of labor leads to a more stable society

Be sure to use the expressions below.

Useful expressions

- Giving an opinion
 - *I think . . .*
 - *I'd say . . .*
 - *It seems to me . . .*
 - *As far as I'm concerned . . .*
 - *I suppose . . .*
 - *I wonder if . . .*
- Agreeing
 - *I agree.*
 - *I think so too.*
 - *That's very true.*
 - *Yes, I know exactly what you mean.*
- Disagreeing
 - *I see your point, but . . .*
 - *That may be true, but . . .*
 - *Yes, but . . .*
 - *That's true, but . . .*
 - *But don't you think . . .*
- Asking for Clarification
 - *I'm sorry, but could you explain that again?*
 - *Could you repeat that, please?*
 - *I'm not sure I understand what you mean.*

Role Two: Uniforms for University Students (Group Leader)

You are the group leader. The topic for discussion is whether or not uniforms should be required for university students. Your responsibility is to keep the conversation going and to make sure that the other group members speak for an equal amount of time. Try to bring the discussion to a conclusion.

Be sure to use the expressions below. And don't forget that an effective group leader is also an active participant!

Useful Expressions

- Opening a Discussion
 - *Today we need to decide/discuss/prepare . . .*
 - *Let's begin with . . .*
- Asking for an opinion
 - *What about . . . ?*
 - *What do you think, [name]?*
 - *Does anybody have anything else to add?*
 - *Would anybody like to add to what [name] has just said?*
- Responding
 - *Yes, that's a good/interesting point.*
 - *I see what you mean.*
 - *Yes, I understand.*
- Summarizing
 - *Okay, so far we've said . . .*
 - *Okay, to sum up, we've said . . .*
- Closing a Discussion
 - *Is everyone ready to move on to the next question?*
 - *Let's move on to the next point.*
 - *Well, that's all we have time for.*
 - *Well, it's almost time to finish up. Do we all agree?*
 - *Okay, time's up. We don't all agree yet, but maybe we can work it out next time.*

Role Three: Banning Smoking in Public Places (Participant)

You are a participant in this discussion. You believe that cigarette smoking should be banned in all public places because . . .

- . . . it's dangerous to others
- . . . it bothers others
- . . . it causes cancer and therefore increases health costs
- . . . discarded cigarettes are dirty and may cause fires

Be sure to use the expressions below.

Useful expressions

• Giving an opinion

- *I think . . .*
- *I'd say . . .*
- *It seems to me . . .*
- *As far as I'm concerned . . .*
- *I suppose . . .*
- *I wonder if . . .*

• Agreeing

- *I agree.*
- *I think so too.*
- *That's very true.*
- *Yes, I know exactly what you mean.*

• Disagreeing

- *I see your point, but . . .*
- *That may be true, but . . .*
- *Yes, but . . .*
- *That's true, but . . .*
- *But don't you think . . .*

• Asking for Clarification

- *I'm sorry, but could you explain that again?*
- *Could you repeat that, please?*
- *I'm not sure I understand what you mean.*

Appendix E

How to be an Effective Group Leader: Activity Two Student C

Worksheet

Role One: Women Working Outside the Home (Participant)

You are a participant in this discussion. You believe that women should work outside the home because . . .

- . . . women can contribute to society in positive ways
- . . . it makes women feel good
- . . . it brings in more income
- . . . children can learn to be responsible
- . . . it allows men to experience doing housework and spend time with their children

Be sure to use the expressions below.

Useful expressions

- Giving an opinion
 - *I think . . .*
 - *I'd say . . .*
 - *It seems to me . . .*
 - *As far as I'm concerned . . .*
 - *I suppose . . .*
 - *I wonder if . . .*
- Agreeing
 - *I agree.*
 - *I think so too.*
 - *That's very true.*
 - *Yes, I know exactly what you mean.*
- Disagreeing
 - *I see your point, but . . .*
 - *That may be true, but . . .*
 - *Yes, but . . .*
 - *That's true, but . . .*
 - *But don't you think . . .*
- Asking for Clarification
 - *I'm sorry, but could you explain that again?*
 - *Could you repeat that, please?*
 - *I'm not sure I understand what you mean.*

Role Two: Uniforms for University Students (Participant)

You are a participant in this discussion. You believe that university students should not be required to wear uniforms because . . .

- . . . it's too much like high school
 - . . . uniforms are boring
 - . . . a choice of clothing allows for individual freedom
 - . . . students can choose their clothing to suit the season
 - . . . teachers can distinguish students
- Be sure to use the expressions below.

Useful expressions

- Giving an opinion
 - *I think . . .*
 - *I'd say . . .*
 - *It seems to me . . .*
 - *As far as I'm concerned . . .*
 - *I suppose . . .*
 - *I wonder if . . .*
- Agreeing
 - *I agree.*
 - *I think so too.*
 - *That's very true.*
 - *Yes, I know exactly what you mean.*
- Disagreeing
 - *I see your point, but . . .*
 - *That may be true, but . . .*
 - *Yes, but . . .*
 - *That's true, but . . .*
 - *But don't you think . . .*
- Asking for Clarification
 - *I'm sorry, but could you explain that again?*
 - *Could you repeat that, please?*
 - *I'm not sure I understand what you mean.*

Role Three: Banning Smoking in Public Places (Group Leader)

You are the group leader. The topic for discussion is whether or not cigarettes should be banned in public places. Your responsibility is to keep the conversation going and to make sure that the other group members speak for an equal amount of time. Try to bring the discussion to a conclusion.

Be sure to use the expressions below. And don't forget that an effective group leader is also an active participant

Useful Expressions

- Opening a Discussion
 - *Today we need to decide/discuss/prepare . . .*
 - *Let's begin with . . .*
- Asking for an opinion
 - *What about . . . ?*
 - *What do you think, [name]?*
 - *Does anybody have anything else to add?*
 - *Would anybody like to add to what [name] has just said?*
- Responding
 - *Yes, that's a good/interesting point.*
 - *I see what you mean.*
 - *Yes, I understand.*
- Summarizing
 - *Okay, so far we've said . . .*
 - *Okay, to sum up, we've said . . .*
- Closing a Discussion
 - *Is everyone ready to move on to the next question?*
 - *Let's move on to the next point.*
 - *Well, that's all we have time for.*
 - *Well, it's almost time to finish up. Do we all agree?*
 - *Okay, time's up. We don't all agree yet, but maybe we can work it out next time.*

Appendix F

Survival: Student Worksheet

Situation

It is approximately 10:00 a.m. in mid-August. You have just crash-landed in the Takla Makan Desert in northwestern China. The small plane, containing the bodies of the pilot and copilot, has completely burned. Only the frame or skeleton of the plane remains. None of the rest of you has been injured.

The pilot was unable to notify anyone of your position before the crash. However, he indicated before the crash that you were 110 km. south-southwest of an oasis, which is the nearest known habitation. He also told you that you were approximately 100 km. off your intended course. It is extremely doubtful that the pilot was able to maintain contact with nearby air stations before the crash; however, as the plane will fail to arrive at the scheduled time, people will begin to suspect a disaster.

The surrounding area is quite flat and, except for occasional shrubs and cacti, appears to be rather barren. The last weather report said that the temperature would reach 44 degrees (C) during the day, which means that the ground-level temperature could approach 50 degrees. The night time temperature, though, could drop almost to the freezing point.

You are dressed in light clothing—short sleeved shirts, short pants or skirts, socks and shoes. Everyone has a handkerchief. Collectively, your pockets contain 18,920 Yuan (Chinese money); ¥102,060; \$2,785.20; six packs of cigarettes, and five ball-point pens.

Appendix G

Survival: Experts' Advice & Ranking

Advice

The first and foremost point is do *not move*. People who try to move about in the desert become quickly disoriented, and eventually wander in circles before dying. Survival experts always strongly maintain that when lost, the best course of action is to stay where you are. Rescuers will be systematically looking for the survivors. Should the group move, they may move to a spot that has already been searched.

Ranking:

1. Mirror: absolutely critical as it can reflect far past the horizon and is invaluable as a signaling device.
2. Overcoat: The overcoat reduces dehydration. It keeps hot, dry air away from skin. (It's true!) Keeps one warm at night, too!
3. Water: necessary to replace fluids lost through dehydration, but reducing perspiration and keeping still are more important.
4. Flashlight: the only quick and reliable way of signaling at night. Also, the reflector could be used to signal during the day or to start a fire.
5. Parachute: can be used to make a shelter (shade). Also, it can be easily spotted from the air.
6. Large hunting knife: useful to build a shelter, to cut up cactus to squeeze for water.
7. Pistol: some use as a signaling device and as protection against wild animals, but dangerous if people get irritated. (Group is wise to decide to unload it.)
8. Sunglasses: slightly useful, but shade under parachute or handkerchief is much more useful.
9. Compass: if it can reflect light, it can be used to signal; otherwise, totally useless. To walk out means certain death!
10. Air Map: might be used to start a fire, as toilet paper or a head cover. However, it may be dangerous because it might encourage the group to attempt to walk out.